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ABSTRACT

Presents the results of the 1998 Quality Evaluation of Service Trends (QUEST) Survey administered at Howard Community College (Maryland) to 182 employees. This survey has been conducted annually since 1990. Ten of the service areas listed on the QUEST Survey improved their ratings over the last survey. There were declines in the 40 other areas. Consistent with past survey findings, respondents gave their highest importance ratings to "encouragement of excellence in teaching" and "high priority on student learning." On this year's QUEST Survey, there were six items and an overall rating on the President's Team and five items and an overall rating on the college's Board of Trustees. This marks the first time the board has been included on the survey. Overall, the item, "shows confidence in campus personnel" received the highest importance rating for the President's team, and its performance rating was also the highest. For the Board of Trustees, "makes appropriate decisions affecting college resources" was the most important item, while "is a visible presence on campus and in the community" was the highest rated in performance. Again this year, the most important element in the college's employees' job satisfaction was "having the resources available to carry out the job." In terms of actual satisfaction, the highest rated item was "personal safety on campus," followed by "resources available to carry out the job," "opportunities for job-related training," and "job security." Three items related to pay and promotion were the lowest rated. (VWC)

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HOWARD
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THE QUEST CONTINUES:
RESULTS OF THE 1998 QUEST SURVEY

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THE QUEST CONTINUES:
RESULTS OF THE 1998 QUEST SURVEY

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Office of Planning and Evaluation
Howard Community College
Columbia, Maryland

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THE QUEST CONTINUES:
RESULTS OF THE 1998 QUEST SURVEY

EXECUTIVE SUMMARY

The QUEST (QUality Evaluation of Service Trends) Survey has been administered at Howard Community College since 1990 (except for 1997 when a different employee survey was used). It constitutes one element of an overall approach to ensure the delivery of quality service to all of the college's constituencies. In addition to rating various college services, employees are asked to give importance ratings as well as performance ratings on three sections of the survey. The extent to which there is correspondence or discrepancy between importance and performance is examined in the report on the survey results. Also, some very distinct differences in ratings and satisfaction between employment groups are discussed.

SERVICE RATINGS

Ten of the service areas listed on the QUEST Survey improved their ratings over the last survey. There were declines, albeit some slight, in the forty other areas. The most highly rated services overall were: *Test Center, Library, President's Office Staff, Theatre, Television Studio & Video Services, Bookstore,* and *Division Office Staff: English/Foreign Languages/Math.* The services which were rated in the top ten of all four employee groups were *Library, President's Office Staff,* and *Test Center.*

CAMPUS CLIMATE

Consistent with past survey findings, respondents gave their highest importance ratings to *Encouragement of excellence in teaching* and *High priority on student learning.* Most highly rated in performance were: *Support for students/staff with disabilities, Support for health and wellness, Encouragement of excellence in teaching, Institution's reputation,* and *High priority on student learning.* The lowest rated elements in performance were: *Freedom to openly express viewpoints,* and *Rewards for contributing to improved quality.*

COLLEGE LEADERSHIP/GOVERNANCE

On this year's QUEST Survey, there were six items and an overall rating on the President's Team and five items and an overall rating on HCC's Board of Trustees. This marks the first time the board has been included on the survey. Overall, the item, *Shows confidence in campus personnel* received the highest importance rating for the President's team, and its performance rating was also the highest. For the Board of Trustees, *Makes appropriate decisions affecting college resources* was the most important item, while *Is a visible presence on campus and in the community* was the highest rated in performance.

JOB SATISFACTION

Again this year, the most important element in HCC's employees' job satisfaction was having the *Resources available to carry out the job.* In terms of actual satisfaction, the highest rated item was *Personal safety on campus,* followed by *Resources available to carry out the job, Opportunities for job-related training,* and *Job security.* Three items having to do with pay and promotion were the lowest rated: *Way job performance is evaluated, Salary received in present position,* and the *Merit pay system.* These three also exhibited the greatest discrepancy between their importance and satisfaction ratings.

HOW THE SURVEY RESULTS ARE USED

The primary purposes of the QUEST Survey are to gauge the quality of service provided by various college units, to assess the quality of diverse elements of the campus environment, to rate the effectiveness of college leadership, and to measure employee's job satisfaction. Results of the survey are used in a variety of ways at HCC. The results play an important role in decision-making processes on many aspects of college life, including: services, environment, programs, management, and employee morale. Individual units use the survey results for self-evaluation and for setting goals. Selected items from the survey are used as major indicators of institutional effectiveness.

THE QUEST CONTINUES:
RESULTS OF THE 1998 QUEST SURVEY

Background & Introduction

Each year since 1990, Howard Community College has asked its employees to evaluate themselves and each other in terms of the quality of service they render to their various constituencies. The vehicle for gathering this information has been the college's QUEST (QUality Evaluation of Service Trends) Survey. This survey's results have proved valuable in the college's decision-making processes. Survey results have also provided focus for individual unit goal-setting and improvement plans. Along with rating service units, all college employees have the opportunity to rate various elements of the campus environment, college leadership/governance, and their own job satisfaction. On these three sections of the survey respondents are also asked how important they think each element is to a "high quality" institution or to their own satisfaction. Thus, for each item on these sections of the survey, respondents give two ratings: they rate the importance of an item and also give an assessment of its actual performance.

A comparison, executed by a simple ratio, of the importance rating and the performance or satisfaction rating produces a third rating: the correspondence rating, which measures how much in or out of synch the importance is with the performance/satisfaction on each item. The ideal condition is where both sets of ratings are high. In a situation in which an item receives a high importance rating and a low performance rating, a low correspondence factor will be generated. This lack of synchronicity could mean that processes for improving performance in that area should be developed and implemented. Where importance is low for a given item, questions might be raised as to the appropriateness of allocating resources to that area, or alternatively, more resources might be required to educate staff as to that area's true importance to a high quality institution.

The structure of this report follows that of the survey. After a brief description of the survey respondents, each section of the survey is discussed. Results are given on the ratings on service units, campus climate, college leadership/governance, and job satisfaction. The ratings given for each item are presented in each section. In addition, on the three sections of the survey where two ratings are given, the importance ratings, the performance rating, and their degree of correspondence are examined. The same data are then investigated by type of employment and differences between employment groups are highlighted. Finally, in each section of the report, comparisons are made between this year's findings and those from past years.

Description of Respondents

Every year an employee survey, most often the QUEST Survey, is administered to all employees of Howard Community College with the exception of part-time faculty. In November of 1998 the QUEST was distributed to 333 HCC employees. Completed surveys were received from 182 respondents, giving a response rate of 55%. This compares to 51% who responded to last year's PACE Survey and to 58% for the last QUEST Survey (1996). As can be seen from the chart below, the response rates for the QUEST Survey have been steadily decreasing from the high of 80% in the first year of its use.

RESPONSE RATES TO THE QUEST SURVEY								
1990	1991	1992	1993	1994	1995	1996	1997 (PACE)	1998
80%	67%	72%	70%	62%	61%	58%	51%	55%

Anonymity is highly important in a survey of this type, but it is also important to know if real differences in responses exist among groups of employees. The demographic data collected on the QUEST Survey is minimal. It is limited to the respondent's employment category, ethnic/racial origin, and the number of years employed at HCC. Some of these characteristics will be examined in subsequent sections of this report vis-à-vis their ratings of college services, the campus climate, college leadership, and job satisfaction.

Table One gives a breakdown of respondents by their demographic characteristics. It can be seen that the respondents were roughly divided by quarters into the four major employment categories. Faculty made up the largest group of respondents: 27.5% and administrative staff the smallest: 22%, with support staff and paraprofessional/technical staff at 24% and 23%, respectively. The support staff was actually somewhat under-represented, since that group makes up 31% of employees and was 24% of the respondents to the survey. Paraprofessional/technical staff members were somewhat over-represented, with 22% of respondents and 19% of all employees. Faculty and administrators were proportionately represented.

Of all the respondents to the QUEST Survey, those who had been employed at HCC for over 10 years had the highest representation. They made up 43% of the respondents, somewhat higher than the 35% they are of all employees. Employees of seven to 10 years were 18% of respondents and are 19% of employees. Similarly, those employed three years or less made up 24% of respondents and are 25% of all employees. Employees of four to six years are underrepresented – they made up 12% of respondents and are 20% of employees.

The ethnic origin/race question on the survey was not answered by 32 (18%) of the respondents. The small numbers who responded to the Asian (1), Hispanic (2), and Native American (1) categories were added to the 7 who responded "other" for a total of 11 (6%) in that category. Whites constituted 71% of the respondents and are 72% or employees. African American employees were under-represented among survey respondents - African Americans made up 5% of the respondents, but are 23% of employees. Although the numbers appear to add up, it can not be assumed that the 18% who did not answer the race question are African Americans. Because of the relatively large proportion of respondents who did not answer this question, no breakdowns of survey ratings are done by race/ethnic origin in this report.

TABLE ONE.

CHARACTERISTICS OF SURVEY RESPONDENTS

Characteristics	Respondents Number (N=182)	Respondents Percent %	Employees Number (N=335)	Employees Percent %	Response Rate by Category
EMPLOYMENT TYPE:					
Support Staff	43	23.6	104	31.0	41.4%
Faculty	50	27.5	88	26.3	56.8%
Paraprofessional/Technical	40	22.0	63	18.8	63.5%
Administrative Staff	42	23.1	78	23.3	53.9%
Other/Unknown/Pending	7	3.8	2	0.6	
YEARS EMPLOYED AT HCC:					
Less than a year	10	5.5	25	7.5	40.0%
1 - 3 years	34	18.7	59	17.6	57.6%
4 - 6 years	22	12.1	68	20.3	32.3%
7 - 10 years	33	18.1	65	19.4	50.8%
Over 10 years	78	42.9	118	35.2	66.1%
Unknown	5	2.7	0	0	
ETHNIC ORIGIN:					
African American	9	4.9	76	22.7	11.8%
White	130	71.4	241	71.9	53.9%
Other	11	5.9	18	5.4	61.1%
Unknown	32	17.6	0	0	

*The total number of employees in October when the survey was conducted was 335, however, two surveys were undeliverable because employees were on sabbatical or maternity leave, so the base number is 333.

How Employees Rate the Quality of Services at HCC

Since its inception, HCC's QUEST Survey has elicited ratings on college services on a five-point scale. On past QUEST Surveys, ratings on services were given with the scale's end points labeled as "Excellent" (five) and "Poor" (one) and the intermediate points were unlabeled. A modification on this year's survey was that while the end point labels remained the same, the intermediate points were also labeled. Four was labeled "Above Average," three was "Average," and two was "Below Average." One reason for labeling all the points was to ensure that all respondents used the same definition for those intermediate points so that, for example, a three rating was "Average" and not subject to any other interpretation. It should be noted when comparing ratings between this year's survey and previous years that this slight modification in the scale labeling could have had some effect on the ratings.

The top services are ranked on Table Two A below. These 11 units had ratings of 4.15 or higher (there were two ties in ratings). The highest overall rating was for the *Test Center*. Its rating of 4.37 was lower than its rating on the 1996 QUEST Survey of 4.51 (also the highest rating). On the 1996 survey there were 21 units with ratings of 4.15 or higher, and 11 units with ratings over 4.37. This fact well illustrates the general trend for lower ratings on the 1998 survey. (Note: in the redesign of the survey *Division Faculty: Social Sciences* was inadvertently omitted. That unit's overall rating on the 1996 survey was 4.18.)

TABLE TWO A.
QUALITY OF SERVICE RATINGS: HIGHEST RATED SERVICES

	Service Unit	Number (N=182)	Mean Rating	Standard Deviation
1	Test Center	135	4.37	0.770
2	LCD: Library	147	4.34	0.864
3	President's Office Staff	131	4.32	0.806
4	Cultural Arts: Theatre	123	4.28	0.944
5	Television Studio & Video Services	97	4.24	0.747
6	Bookstore	171	4.23	0.792
6	Division Office Staff: English/Foreign Languages/Math	118	4.23	0.871
7	Business Office: Payroll	163	4.18	0.891
8	Print Shop	163	4.17	1.034
9	Business Office: Cashiering	144	4.15	0.880
9	Division Office Staff: Health/Humanities/Social Sciences	129	4.15	0.936

The 39 other service units in the college are ranked by their QUEST ratings on Table Two B. Because there were a number of ties in ratings, the 39 services, ranked 10 through 40, spanned 31 ratings ranging from 4.12 to 3.11. Since 3.0 is the midpoint on the survey, signifying "average," and all ratings were above 3.0, it can be said that all units rated on the survey are providing service that ranges from average to excellent. However, although no units received overall ratings below 3.0, or below average, there is a question about whether an institution striving for excellence in all areas should consider "average" ratings acceptable. With ratings of above 3.5 over the midpoint between "average" and "above average," ratings falling under 3.5 will be focused upon as areas needing improvement. As seen on Table Two B, there are eight such areas on this year's survey. On the last QUEST Survey (1996), there were two areas with ratings under 3.5.

TABLE TWO B

QUALITY OF SERVICE RATINGS

Service Unit	Number (N=182)	Mean Rating	Standard Deviation
10 Division Faculty: Health Sciences	124	4.12	0.889
10 LCD (Learning Centers Division): Audio-Visual Services	100	4.12	0.820
10 LCD: Student Support Services	109	4.12	0.890
11 Business Office: Accounts Payable	157	4.11	0.899
11 Division Office Staff: Business/Performing Arts/Science/Technology	134	4.11	1.067
12 Division Faculty: Science & Technology	118	4.10	1.008
12 Senior Administrative Office staff	112	4.10	0.890
13 Division Faculty: Mathematics	120	4.09	1.004
14 Planning and Evaluation Office	109	4.08	0.924
15 Division Faculty: Performing Arts	118	4.07	0.993
15 Records & Registration Office	135	4.07	0.959
16 LCD: Learning Assistance Center	122	4.06	0.719
17 Division Faculty: Humanities	116	4.05	0.912
18 Admissions/Advising Office/Transfer	129	4.03	0.943
19 Cultural Arts: Art Gallery	119	3.95	1.024
20 Division Faculty: Business/Computer	121	3.92	1.021
20 Public Relations & Marketing Office	125	3.92	0.819
21 Continuing Education Division	135	3.91	0.973
22 Web Page	135	3.89	0.967
23 Division Faculty: English/Foreign Languages	132	3.83	1.113
24 Career Services: Career & Job Placement Counseling	95	3.79	1.000
25 Financial Aid & Veterans' Aid Office	98	3.78	0.980
26 Human Resources Office (Personnel)	161	3.75	1.049
27 Information Services: Microcomputer Support (Offices)	151	3.73	0.938
28 Student Computer Labs	72	3.68	0.962
29 Information Services: Computer Center	137	3.66	0.927
30 Information Services: Network & E-mail (Offices)	155	3.65	0.850
31 Information Services: Telephones	154	3.63	0.870
31 Student Activities	120	3.63	0.907
32 Academic Support: Personal Counseling	91	3.62	0.986
33 Plant Operations	164	3.54	0.987
34 LCD: Evening Services	67	3.49	0.842
35 International Business & Education Center (IBEC)	78	3.47	1.115
36 Development & Alumni Relations Office	103	3.42	1.071
37 Cafeteria	172	3.40	1.127
38 Physical Education Center	83	3.22	1.105
38 Security	171	3.22	1.073
39 Athletic programs	103	3.21	1.194
40 Retention Services	79	3.11	1.098

Chart One A.
Mean Ratings on College Services:
Ratings over 4.0

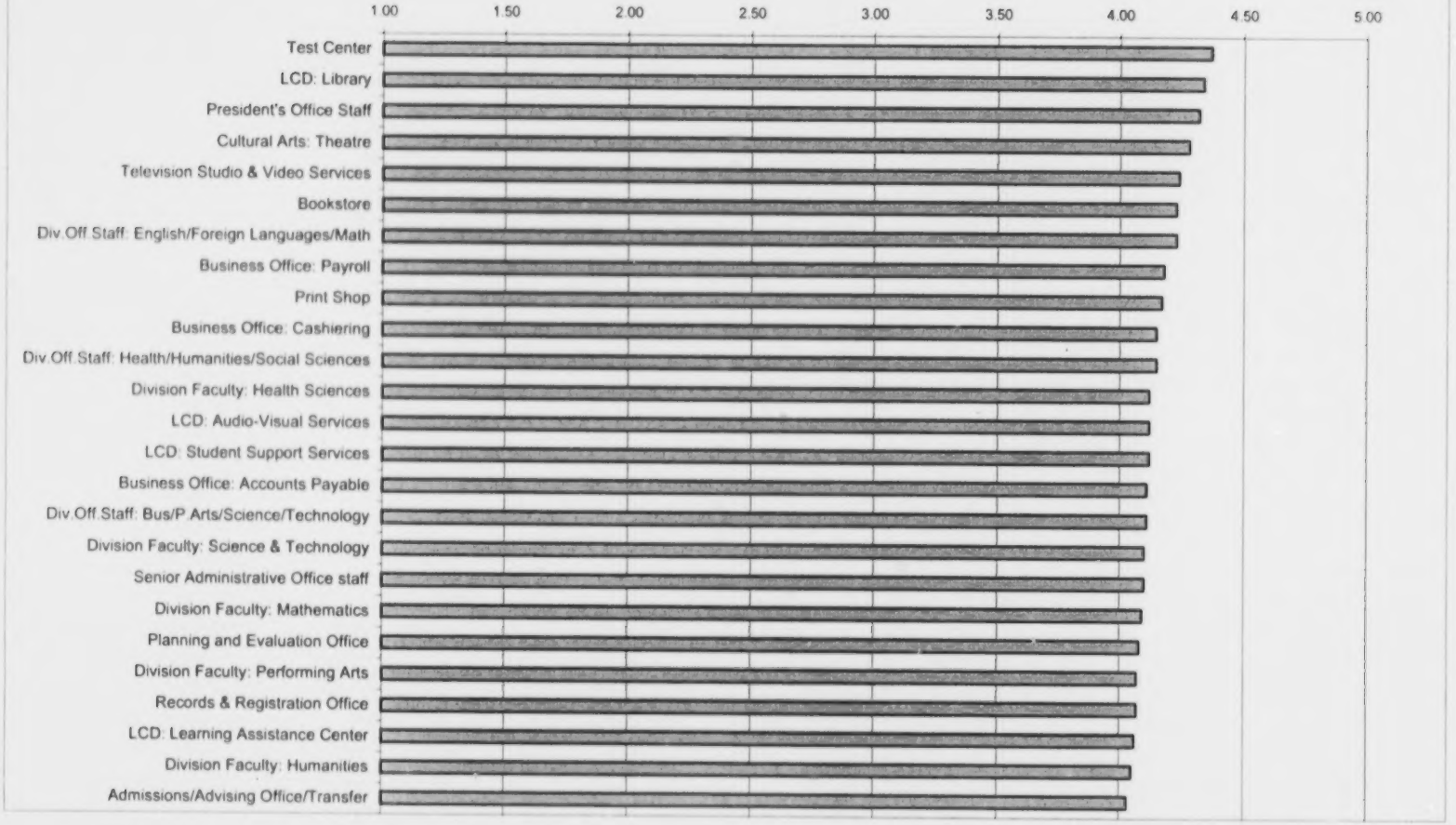
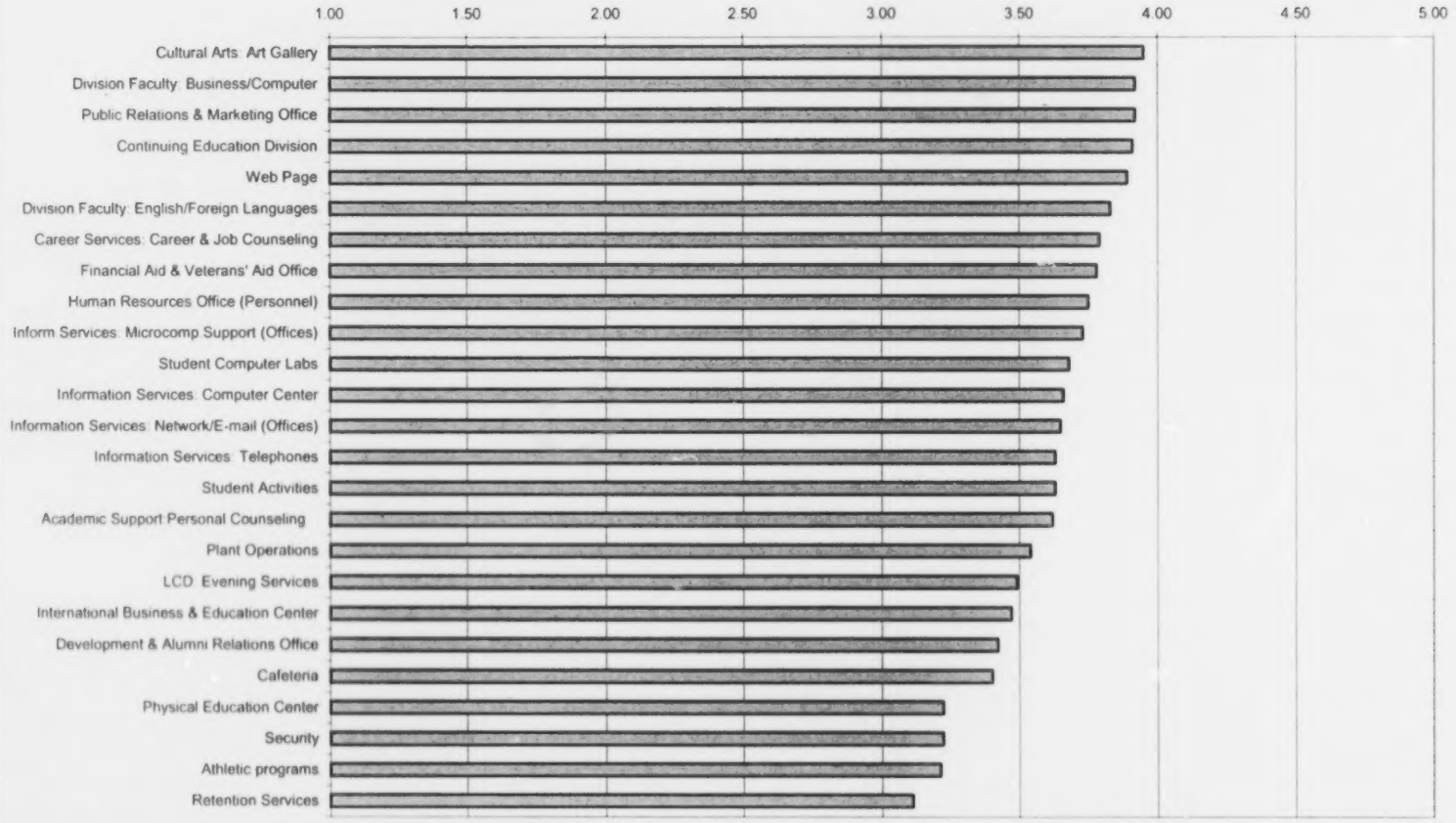


Chart One B.
Mean Ratings on College Services:
Ratings under 4.0



Ratings by Employment Category

While overall mean ratings on college service units are informative, knowing the ratings given each unit by specific employment categories is more useful information. Table Three presents mean ratings on all service units by employment categories. These data should be useful for units for which there are discrepancies in ratings among the categories. Assuming there is no real difference in the service rendered to the four employee groups, differing perceptions could warrant special attention for groups giving lower ratings in an effort to bring their perceptions more into line with the higher rating groups.

Focusing on the services receiving the lowest ratings by each group reveals that each of the four groups gave ratings under 3.25 to three or four services. Support staff members gave their lowest ratings to: *LCD: Evening Services* (3.21), *Retention Services* (3.21), and the *Cafeteria* (3.15). Faculty and administrative staff's lowest ratings went to: *Physical Education Center* (3.24, 2.78), *Retention Services* (3.00, 3.20), and *Athletic programs* (2.96 each). In addition, administrators rated *Security* at 3.18. For the paraprofessional/technical group, lowest ratings were given to: *Retention Services* (3.16), *Development & Alumni Relations* (3.07), and *Security* (2.95).

Overview A shows the highest rated services by respondents' type of employment. Those units listed received the ten highest ratings for each employment category, but since there were ties in ratings in many cases, the number of services listed for each category exceeds ten. The ranges of ratings for each employment group are interesting in their diversity. Of the twelve units given top ten ratings by support staff, five were under 4.0, but for the other three employment groups, all top ten ratings were above 4.0. Faculty ratings were generally the highest, with a range of 4.34 to 4.68, yet administrators gave the single highest rating of all – 4.69 – to *Cultural Arts: Theatre*.

Overview A.

HIGHEST RATED SERVICES BY TYPE OF EMPLOYMENT

SUPPORT STAFF		FACULTY	
1. President's Office Staff	4.27	1. Division Faculty: Health Sciences	4.68
2. Business Office: Cashiering	4.14	2. Test Center	4.57
3. Bookstore	4.13	3. President's Office Staff	4.55
4. Print Shop	4.11	3. Print Shop	4.55
5. LCD: Library	4.10	4. LCD: Library	4.45
6. Business Office: Payroll	4.00	5. Television Studio & Video Services	4.43
6. Test Center	4.00	6. Division Faculty: Humanities	4.42
7. Div. Office Staff: English/Foreign Languages/Math	3.96	7. Division Faculty: Mathematics	4.4
8. LCD:Audio-Visual Services	3.94	8. LCD (Learning Ctrs Div.): Audio-Visual Services	4.39
9. Admissions/Advising Office/Transfer	3.93	8. Senior Administrative Office staff	4.39
9. Division Faculty: Humanities	3.93	9. Division Faculty: Performing Arts	4.38
10. Senior Administrative Office staff	3.92	9. Div. Office Staff: English/Foreign Languages/Math	4.38
		10. Division Faculty: English/Foreign Languages	4.34

ADMINISTRATIVE STAFF		PARAPROFESSIONAL/ TECHNICAL STAFF	
1. Cultural Arts: Theatre	4.69	1. LCD: Library	4.38
2. Test Center	4.46	2. Bookstore	4.34
3. Admissions/Advising Office/Transfer	4.41	3. President's Office Staff	4.31
4. Div. Office Staff: Health/Humanities/Social Sci.	4.36	4. LCD: Student Support Services	4.3
4. Div. Office Staff: English/Foreign Languages/Math	4.36	4. Television Studio & Video Services	4.3
5. LCD: Student Support Services	4.33	5. Business Office: Payroll	4.29
6. LCD: Library	4.31	5. Planning and Evaluation Office	4.29
6. Television Studio & Video Services	4.31	6. Records & Registration Office	4.27
7. Division Office Staff: Business/	4.29	7. Business Office: Cashiering	4.26
8. Business Office: Cashiering	4.19	8. Test Center	4.24
8. Division Faculty: Performing Arts	4.19	9. Division Faculty: Science & Technology	4.23
9. Bookstore	4.18	10. Division Office Staff: Business	4.2
10. Business Office: Accounts Payable	4.16		
10. Business Office: Payroll	4.16		
10. President's Office Staff	4.16		

Table Three.

OVERALL RATINGS ON SERVICES BY EMPLOYMENT CATEGORY

Service Unit	Overall Rating	Support Staff	Faculty	Admin. Staff	Paraprof./ Technical
Academic Support: Personal Counseling	3.62	3.86	3.37	3.68	3.57
Admissions/Advising Office/Transfer	4.03	3.93	3.84	4.41	4.03
Athletic programs	3.21	3.54	2.96	2.96	3.32
Bookstore	4.23	4.13	4.24	4.18	4.34
Business Office: Accounts Payable	4.11	3.89	4.26	4.16	4.14
Business Office: Cashiering	4.15	4.14	4.00	4.19	4.26
Business Office: Payroll	4.18	4.00	4.26	4.16	4.29
Cafeteria	3.40	3.15	3.42	3.67	3.29
Career Services: Career & Job Placement Counseling	3.79	3.61	3.88	3.88	3.67
Continuing Education Division	3.91	3.79	3.87	4.00	3.91
Cultural Arts: Art Gallery	3.95	3.77	4.30	3.97	3.72
Cultural Arts: Theatre	4.28	3.84	4.32	4.69	4.18
Development & Alumni Relations Office	3.42	3.67	3.62	3.40	3.07
Division Faculty: Business/Computer	3.92	3.86	4.17	3.82	3.83
Division Faculty: English/Foreign Languages	3.83	3.38	4.34	3.64	3.73
Division Faculty: Health Sciences	4.12	3.81	4.68	4.00	3.94
Division Faculty: Humanities	4.05	3.93	4.42	3.85	3.93
Division Faculty: Mathematics	4.09	3.61	4.40	4.00	4.14
Division Faculty: Science & Technology	4.10	3.81	4.17	4.07	4.23
Division Faculty: Performing Arts	4.07	3.74	4.38	4.19	3.77
Division Office Staff: Business/	4.11	3.85	4.16	4.29	4.20
Division Office Staff: Health/Humanities/Social Sciences	4.15	3.83	4.29	4.36	4.09
Division Office Staff: English/Foreign Languages/Math	4.23	3.96	4.38	4.36	4.15
Financial Aid & Veterans' Aid Office	3.78	3.89	3.84	4.00	3.38
Human Resources Office (Personnel)	3.75	3.38	4.23	3.97	3.31
Information Services: Computer Center	3.66	3.61	3.78	3.52	3.61
Information Services: Microcomputer Support (Offices)	3.73	3.59	3.92	3.69	3.67
Information Services: Network & E-mail (Offices)	3.65	3.58	3.75	3.69	3.54
Information Services: Telephones	3.63	3.69	3.68	3.50	3.64
International Business & Education Center	3.47	3.26	3.40	3.57	3.47
LCD :Audio-Visual Services	4.12	3.94	4.39	3.96	4.10
LCD: Evening Services	3.49	3.21	3.75	3.27	3.50
LCD: Learning Assistance Center	4.06	3.78	4.22	4.07	4.03
LCD: Library	4.34	4.10	4.45	4.31	4.38
LCD: Student Support Services	4.12	3.86	3.97	4.33	4.30
Physical Education Center	3.22	3.27	3.24	2.78	3.45
Plant Operations	3.54	3.70	3.56	3.41	3.50
Planning and Evaluation Office	4.08	3.84	4.14	4.04	4.29
President's Office Staff	4.32	4.27	4.55	4.16	4.31
Print Shop	4.17	4.11	4.55	3.84	4.17
Public Relations & Marketing Office	3.92	3.85	4.04	3.86	3.90
Records & Registration Office	4.07	3.90	4.31	3.91	4.27
Retention Services	3.11	3.21	3.00	3.20	3.16
Security	3.22	3.26	3.43	3.18	2.95
Senior Administrative Office staff	4.10	3.92	4.39	4.11	4.10
Student Activities	3.63	3.82	3.53	3.52	3.73
Student Computer Labs	3.68	3.33	3.83	3.82	3.54
Television Studio & Video Services	4.24	3.76	4.43	4.31	4.30
Test Center	4.37	4.00	4.57	4.46	4.24
Web Page	3.89	3.56	3.88	4.06	4.00

Star Quality Services

If a service is awarded a star for each employment group that rated it among its top ten services, there are three services that earn the "Super Star" or four star rating: the *President's Office Staff,* the *Library,* and the *Test Center.* In Chart Two below, units earning four, three, or two stars are shown with the employment group giving them the top ten rating. It can be seen that in addition to the three that were four star services, there were five that earned three stars and four with two stars.

Chart Two.

Four Star, Three Star, and Two Star Service Units

(Stars earned by being among the ten highest rated by an employee group)

Items	Support Staff	Faculty	Admin. Staff	Paraprof./ Technical
Test Center	★	★	★	★
LCD: Library	★	★	★	★
President's Office Staff	★	★	★	★
Television Studio & Video Services		★	★	★
Bookstore	★		★	★
Division Office Staff:Eng/FL/Math	★	★	★	
Business Office: Payroll	★		★	★
Business Office: Cashiering	★		★	★
LCD: Audio-Visual Services	★	★		
Senior Administrative Office staff	★	★		
Division Faculty: Performing Arts		★	★	
Division Faculty: Humanities	★	★		
Admissions/Advising/Transfer Office	★		★	

QUEST Service Ratings over Time

Of the fifty services listed on the 1998 QUEST Survey, there was an overlap of 48 with those on the 1996 survey. Among those 48 units, ten showed some improvement from 1996 to 1998. Of those ten, *Financial Aid/Veterans'Aid* showed the most impressive gain: 0.45. Three other units had gains of 0.10 or more: the *Web Page* (0.16), *Student Activities* (0.13), and *Information Services: Microcomputer Support* (0.10). Improvement for the other six areas was less.

The dominant trend in ratings from 1996 to 1998 was down. Although for 1996 and 1998 the range covered by ratings was 1.24 and 1.28, respectively, the span of ratings that each range covered was different. In 1996 ratings went from a low of 3.27 to a high of 4.51. In 1998, the lowest rating was 3.11 and the highest 4.37. For 38 units, there was a decrease in ratings between 1996 and 1998. And, for 13 of those services, decreases were a quarter of a point or greater: *Physical Education Center* (-0.57), *Athletic programs* (-0.52), *International Business & Education Center* (-0.46), *Cultural Arts: Art Gallery* (-0.40), *Development & Alumni Relations* (-0.38), *Business Office: Payroll* (-0.32), *Senior Administrative Staff* (-0.32), *Division Faculty: English/Foreign Languages* (-0.32), *Division Faculty: Science & Technology* (-0.32), *LCD: Audio-Visual Services* (-0.30), *Business Office: Accounts Payable* (-0.28), *Human Resources Office* (-0.28),and *Career Services: Career & Job Placement Counseling* (-0.26). It is difficult to explain this general downturn in ratings. The slight modification in the labeling of the scale should not logically account for the magnitude of differences seen for many of the service units.

Also shown on Table Four are differences between 1998 QUEST ratings and the 1997 PACE ratings for the services that were included on both surveys. All of the Information Service units changed by 0.25 or more, but it should be noted that on the PACE Survey there was only one rating for all of Information Services, and for comparative purposes this rating of 3.29 was used for all of the units to calculate their changes from 1997 to 1998. The most dramatic gain over 1997 scores was for *Information Services: Microcomputer Support*, with an increase of 0.44. Interestingly, this service's change between 1996 and 1997 was a decline of 0.46, so even with its gain over last year, that unit is still not up to its 1996 rating. That same pattern is seen for *Information Services: Computer Center* and *Information Services: Telephones*, which in 1998 were up from 1997, but down from 1996. Another Information Services unit, *Network & E-mail Services*, was up by 0.36 from its PACE rating and also up slightly from its 1996 rating. The *Senior Administrative Staff* (formerly the *Deans' Office Staff*) rating of 4.10 was a gain of 0.36 from 1997, but below their 1996 ratings. *Development & Alumni Relations*' 1998 rating was down by 0.34 from 1997 and down by 0.38 from 1996. Other units rated on both the QUEST and the PACE showed changes less than 0.25.

TABLE FOUR.

QUEST RATINGS OVER TIME

Service Units	1994	1995	1996	(PACE) 1997	1998	Differences 1998-1996	Differences 1998-1997
1. Academic Support: Personal/Retention Counseling	3.63	3.92	3.54		3.62	0.08	
2. Admissions/Advising Office	3.86	3.98	3.96		4.03	0.07	
3. Athletics/PE Center	3.72	3.72	3.73		3.21	-0.52	
4. Bookstore	4.46	4.51	4.45		4.23	-0.22	
5. Business Office: Accounts Payable	4.24	4.31	4.39	4.20	4.11	-0.28	-0.09
6. Business Office: Cashiering	4.30	4.21	4.31	4.20	4.15	-0.16	-0.05
7. Business Office: Payroll	4.46	4.43	4.50	4.20	4.18	-0.32	-0.02
8. Cafeteria	3.30	3.41	3.50		3.40	-0.10	
9. Career Services: Career/Job Placement Counseling	3.63	3.67	4.05		3.79	-0.26	
10. Continuing Education Division	3.71	3.92	3.97	3.91	3.91	-0.06	0.00
11. Cultural Arts: Art Gallery	4.11	4.14	4.35		3.95	-0.40	
12. Cultural Arts: Theatre	3.27	4.21	4.35		4.28	-0.07	
13. Deans' Office Staff/SeniorAdmin.Staff	4.46	4.48	4.42	3.74	4.10	-0.32	0.36
14. Development & Alumni Relations Office	3.86	3.99	3.80	3.76	3.42	-0.38	-0.34
15. Div. Faculty: Business/Computer	3.95	4.13	4.13		3.92	-0.21	
16. Div. Faculty: English/Foreign Languages	3.95	4.18	4.15		3.83	-0.32	
17. Div. Faculty: Health Sciences	3.95	4.26	4.33		4.12	-0.21	
18. Div. Faculty: Humanities	4.09	4.36	4.25		4.05	-0.20	
19. Div. Faculty: Mathematics	4.08	4.33	4.18		4.09	-0.09	
20. Div. Faculty: Performing Arts	4.05	4.33	4.17		4.07	-0.10	
21. Div. Faculty: Science & Technology	4.16	4.37	4.42		4.10	-0.32	
22. Div. Faculty: Social Sciences	4.06	4.10	4.14		*		
23. Div. Office Staff: Business/Performing Arts/Science/Tech	4.22	4.33	4.35		4.11	-0.24	
24. Div. Office Staff: Health/Humanities/Social Sciences	3.20	4.34	4.33		4.15	-0.18	
25. Div. Office Staff: English/Foreign Languages/Math	4.29	4.18	4.30		4.23	-0.07	
26. Financial Aid & Veterans' Affairs Office	3.20	3.17	3.33		3.78	0.45	
27. Human Resources Office (Personnel)	3.85	4.04	4.03	3.98	3.75	-0.28	-0.23
28. Infor. Services: Computer Center	3.67	3.27	3.75	3.29	3.66	-0.09	0.37
29. Infor. Services: Microcomputer Support (Offices)	3.76	3.10	3.63	3.29	3.73	0.10	0.44
30. Infor. Services: Network & E-mail (Offices)	.	.	3.62	3.29	3.65	0.03	0.36
31. Infor. Services: Academic Sup./Student Comp Labs	.	.	3.61	3.29		-3.61	-3.29
32. Infor. Services: Telephones	3.66	3.21	3.73	3.29	3.63	-0.10	0.34
33. International Business & Education Center (IBEC)	3.29	3.87	3.93		3.47	-0.46	
34. LCD (Learning Centers Div.): Audio-Visual Services	4.06	4.21	4.42	4.34	4.12	-0.30	-0.22
35. LCD: Evening Services	3.46	3.71	3.69		3.49	-0.20	
36. LCD: Learning Assistance Center	3.91	3.98	4.13		4.06	-0.07	
37. LCD: Library	4.34	4.46	4.37		4.34	-0.03	
38. LCD: Student Support Services	4.00	4.11	4.07		4.12	0.05	
39. Physical Education Center	3.72	3.72	3.79		3.22	-0.57	
40. Plant Operations	3.66	3.39	3.55	3.57	3.54	-0.01	-0.03
41. Planning and Evaluation Office	4.09	4.09	3.99	3.88	4.08	0.09	0.20
42. President's Office Staff	4.43	4.49	4.45		4.32	-0.13	
43. Print Shop	4.41	4.50	4.40		4.17	-0.23	
44. Public Relations & Marketing Office	4.01	4.08	4.07	3.75	3.92	-0.15	0.17
45. Records & Registration Office	3.92	3.97	4.08		4.07	-0.01	
46. Security	3.18	3.31	3.44		3.22	-0.22	
47. Student Activities	3.59	3.65	3.50		3.63	0.13	
48. Television Studio & Video Services	4.09	4.29	4.23		4.24	0.01	
49. Test Center	3.38	4.45	4.49		4.37	-0.12	
50. Web Page	.	.	3.73		3.89	0.16	

* Division Faculty: Social Sciences was inadvertently omitted from the 1998 survey form.

How Employees Rate the Campus Climate of HCC

The ratings on services, as shown in the previous section of this report, were a single measure assessing the quality of service provided by each unit. On the section of the QUEST Survey that measures campus climate, dual ratings are given for each item. The first rating is a five-point importance scale, ranging from high (5) to low (1). The instructions for this section ask the respondent to "give your opinion of each item's importance to a high quality institution." Respondents are next asked to "rate your assessment of the college's current performance on each item on the performance scale." The performance scale is exactly like the importance scale, with five points ranging from high to low. With ratings on these two scales for each item, how closely the ratings correspond to each other can be observed. In order to readily see the degree to which the two ratings agree, a simple ratio was calculated by dividing the performance rating by the importance rating. So, a 1.00 indicates perfect correspondence between the two ratings, and the lower the figure, the greater the discrepancy between the importance employees place on a given element and their assessment of the college's performance in that area. Table Five presents employees' ratings on the importance of elements of the campus climate, their ratings on performance, and the correspondence factor between the two ratings. The items are rank-ordered by their importance ratings. Chart Three also shows the importance and performance ratings.

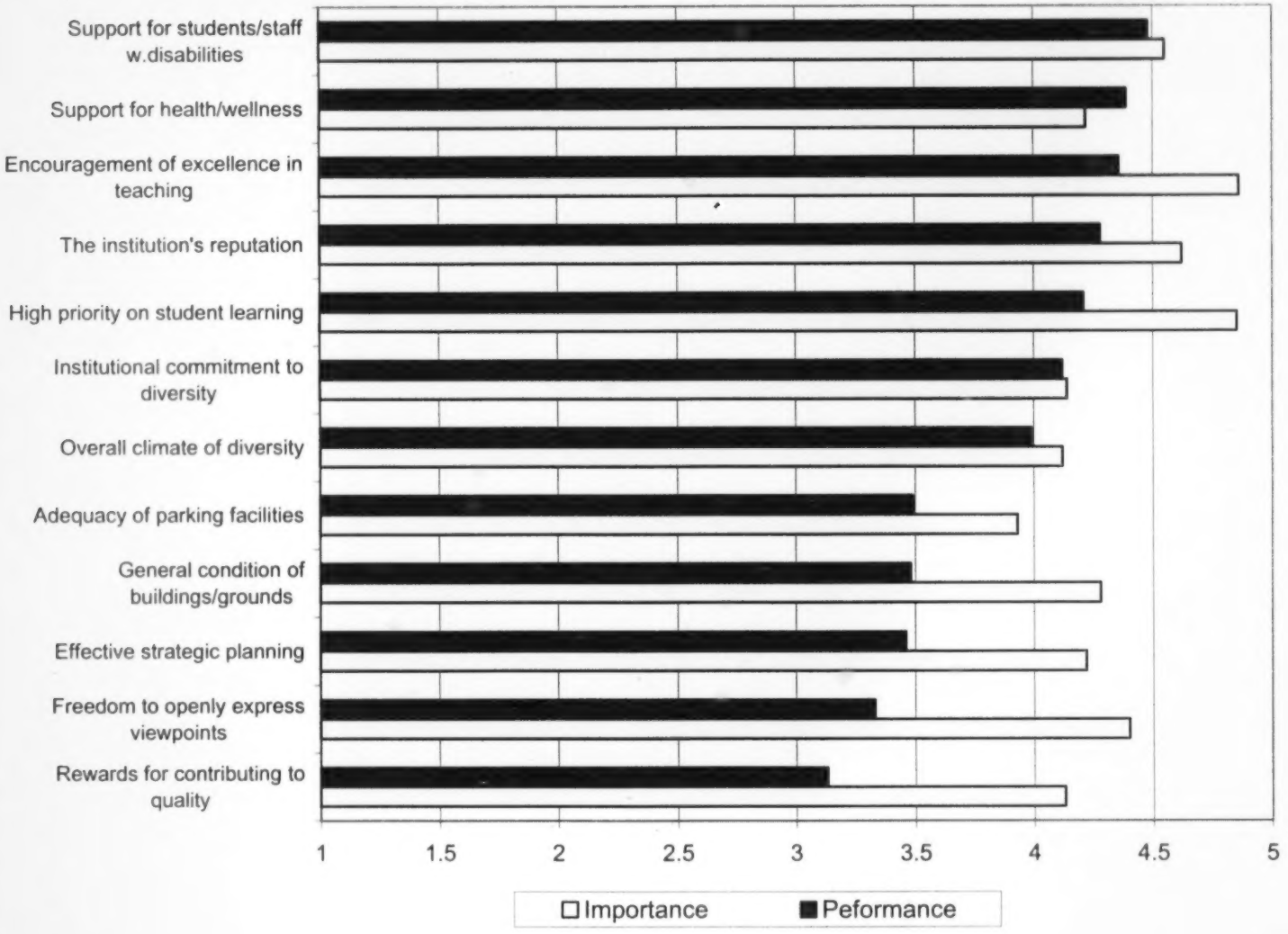
From the employees' perspective, the two most important items on this section of the survey were *Encouragement of excellence in teaching*, and *High priority on student learning*, receiving ratings of 4.86 and 4.85, respectively. Two other items received ratings over 4.50: *The institution's reputation* and *Support for students/staff with disabilities*. All other items received importance ratings over 4.0, except for *Adequacy of parking facilities* (3.93).

TABLE FIVE.
RATINGS ON CAMPUS CLIMATE

Elements of Campus Climate (Rank-Ordered by Importance)	Mean Rating Importance	Performance	Corres. Factor
1. Encouragement of excellence in teaching	4.86	4.36	0.90
2. High priority on student learning	4.85	4.21	0.87
3. The institution's reputation	4.62	4.28	0.93
4. Support for students/staff with disabilities	4.55	4.48	0.98
5. Freedom to openly express viewpoints	4.40	3.33	0.76
6. General condition of buildings and grounds	4.28	3.48	0.81
7. Effective strategic planning	4.22	3.46	0.82
8. Support for health/wellness	4.22	4.39	1.04
9. Institutional commitment to diversity	4.14	4.12	1.00
10. Rewards for contributing to improved quality	4.13	3.13	0.76
11. Overall climate of diversity on campus	4.12	3.99	0.97
12. Adequacy of parking facilities	3.93	3.49	0.89

Chart Three.

Campus Climate: Importance/Performance Ratings



In terms of actual performance on these elements of campus climate, ratings were considerably lower, with none exceeding 4.50. Overview B shows a ranking of items by their performance ratings. *Support for students/staff with disabilities* received the highest performance rating: 4.48. Ratings ranged from that score down to the 3.13 given to *Rewards for contributing to improved quality*. Other elements that received ratings below 3.50 were: *Adequacy of parking facilities, General condition of buildings and grounds, Effective strategic planning*, and *Freedom to openly express viewpoints*.

OVERVIEW B.

RANKING OF PERFORMANCE RATINGS FOR CAMPUS CLIMATE

1. Support for students/staff with disabilities	4.48
2. Support for health/wellness	4.39
3. Encouragement of excellence in teaching	4.36
4. The Institution's reputation	4.28
5. High priority on student learning	4.21
6. Institutional commitment to diversity	4.12
7. Overall climate of diversity on campus	3.99
8. Adequacy of parking facilities	3.49
9. General condition of buildings and grounds	3.48
10. Effective strategic planning	3.46
11. Freedom to openly express viewpoints	3.33
12. Rewards for contributing to improved quality	3.13

As noted above, the Correspondence Factor shown on Table Five is a measure of the degree to which importance and performance are in synch. It can be viewed as a measure of progress toward reaching the goal of 1.00, or perfect correspondence, in each area. Alternatively, it can be seen as an indication of the need for increasing employee awareness of the importance and/or the success of specific areas. At this point, a note of caution should be sounded concerning the interpretation of correspondence factors. While these figures may accurately reflect employees' views, that is not to say that either the importance or performance ratings for even those with high correspondence factors are at the desired level. An element of Campus Climate, for example, may be rated low in both importance and performance and it would receive a high correspondence factor. For that reason, it is best to view the two ratings (importance and performance) and the derived factor together. It is from this holistic perspective that decisions on necessary actions are best made. Decisions on whether to institute measures to inform or train employees in the importance of a given element, to concentrate on improving performance, or to reexamine the relevance of specific elements to college work life must take into account all aspects of these ratings.

Overview C ranks the correspondence factors of the items in the Campus Climate section of the survey. As shown by their ratings at or above 1.00, for two areas importance was outranked by or was equal to performance: *Support for health/wellness* and *Institutional commitment to diversity*. These and other areas with correspondence factors of .90 or above may be viewed as areas where there is relative balance between importance and performance. Elements at the other end of the correspondence scale are areas with greater discrepancy between employees' views of their importance and performance. Such discrepancy is most evident in the ratings below .80: *Freedom to express viewpoints* and *Rewards for contributing to improved quality*.

OVERVIEW C. RANKING OF CORRESPONDENCE FACTORS FOR CAMPUS CLIMATE	
1. Support for health/wellness	1.04
2. Institutional commitment to diversity	1.00
3. Support for students/staff with disabilities	0.98
4. Overall climate of diversity on campus	0.97
5. The institution's reputation	0.93
6. Encouragement of excellence in teaching	0.90
7. Adequacy of parking facilities	0.89
8. High priority on student learning	0.87
9. Effective strategic planning	0.82
10. General condition of buildings/grounds	0.81
11. Freedom to openly express viewpoints	0.76
12. Rewards for contributing to improved quality	0.76

Ratings on Campus Climate by Employee Category

As might be expected, there were distinct differences in ratings by employment category. These ratings can be seen on Table Six. With the service ratings discussed in the previous section, the differences were more clear cut, with support staff tending to give the lowest ratings and faculty the highest. However, for the Campus Climate elements, the administrative staff gave the highest ratings, and while support staff gave lower ratings overall, the differences were not as dramatic as with the service ratings. The support staff gave four items ratings under 3.50, while each of the other employment groups gave three ratings that low. Among those items rated less than 3.50, the only one in that category on each group's list was *Rewards for contributing to improved quality*.

TABLE SIX.
CAMPUS CLIMATE PERFORMANCE RATINGS BY EMPLOYMENT CATEGORY

Elements of Campus Climate	Support Staff	Faculty	Admin. Staff	Paraprof/ Technical	Overall Mean
Encouragement of excellence in teaching	4.47	4.37	4.36	4.30	4.37
High priority on student learning	4.41	4.04	4.36	4.15	4.22
Effective strategic planning	3.45	3.49	3.43	3.53	3.48
Rewards for contributing to improved quality	3.15	3.21	3.13	3.08	3.15
The institution's reputation	4.24	4.31	4.39	4.20	4.28
Freedom to openly express viewpoints	3.18	3.57	3.65	2.94	3.35
Support for health/wellness	4.27	4.32	4.38	4.62	4.40
Support for students/staff with disabilities	4.37	4.38	4.60	4.58	4.48
General condition of campus buildings and grounds	3.58	3.53	3.39	3.40	3.48
Adequacy of parking facilities	3.31	3.47	3.76	3.37	3.48
Institutional commitment to diversity	3.85	4.19	4.18	4.25	4.14
Overall climate of diversity on campus	3.67	4.04	4.11	4.10	3.99

The administrative staff gave ratings over 4.25 to five items on this section of the survey, and the other three employment categories each had four over 4.25. Three items that were rated that high by each employment group were: *Encouragement of excellence in teaching, Support for health/wellness,* and *Support for students/staff with disabilities.* Overview D shows the five highest

rated campus climate items for each employment group. Along with the three just mentioned that appear on each list, among the top five ratings for each was the *Institution's reputation*, with ratings that ranged from 4.10 to 4.39. Interestingly, while the paraprofessional/technical staff gave the highest rating in this section (to *Support for health/wellness* at 4.62), they also gave the lowest (to *Freedom to openly express viewpoints* at 2.94).

OVERVIEW D.

HIGHEST RATED CAMPUS CLIMATE ELEMENTS BY TYPE OF EMPLOYMENT

SUPPORT STAFF		FACULTY	
1. Encouragement of excellence in teaching	4.47	1. Support for students/staff with disabilities	4.38
2. High priority on student learning	4.41	2. Encouragement of excellence in teaching	4.37
3. Support for students/staff with disabilities	4.37	3. Support for health/wellness	4.32
4. Support for health/wellness	4.27	4. The institution's reputation	4.31
5. The institution's reputation	4.10	5. Institutional commitment to diversity	4.19
ADMINISTRATIVE STAFF		**PARAPROFESSIONAL /TECHNICAL STAFF**	
1. Support for students/staff with disabilities	4.60	1. Support for health/wellness	4.62
2. The institution's reputation	4.39	2. Support for students/staff w/disabilities	4.58
3. Support for health/wellness	4.38	3. Encouragement of excellence in teaching	4.30
4. Encouragement of excellence in teaching	4.36	4. Institutional commitment to diversity	4.25
4. High priority on student learning	4.36	5. The institution's reputation	4.20
5. Institutional commitment to diversity	4.18		

QUEST Campus Climate Ratings over Time

Table Six presents performance ratings on campus climate items from 1994 through 1998, and it shows the difference between 1996 and 1998 ratings. The items showing the most dramatic increases in ratings were *Support for students/staff with disabilities, Adequacy of parking facilities,* and *Encouragement of excellence in teaching*, each with 1996 to 1998 changes over 0.30. All other changes were at or under 0.16, and all were in a positive direction but one (*General condition of campus buildings and grounds*, -0.09). This upward trend between 1996 and 1998 in campus climate ratings does not correspond to the one noted for services, which generally went down.

TABLE SEVEN.

CAMPUS CLIMATE PERFORMANCE RATINGS OVER TIME WITH 1996 – 1998 CHANGES (Ranked by 1998 ratings)

	Performance Ratings				Difference
Elements of campus climate	**1994**	**1995**	**1996***	**1998**	**1996-98**
Support for students/staff with disabilities	4.10	4.09	4.13	4.48	0.35
Support for health/wellness	4.21	4.28	4.27	4.39	0.12
Encouragement of excellence in teaching	3.89	4.14	4.05	4.36	0.31
The institution's reputation	3.90	3.96	4.13	4.28	0.15
High priority on student learning	3.93	4.19	4.06	4.21	0.15
Institutional commitment to diversity	4.09	4.12	4.11	4.12	0.01
Overall climate of diversity on campus	3.67	3.79	3.83	3.99	0.16
Adequacy of parking facilities	2.99	2.95	3.17	3.49	0.32
General condition of campus buildings/grounds	3.68	3.45	3.57	3.48	-0.09
Effective strategic planning	3.28	3.37	3.36	3.46	0.10
Freedom to openly express viewpoints	3.03	3.07	3.22	3.33	0.11
Rewards for contributing to improved quality	2.90	3.08	3.13	3.13	0.00

* There was no QUEST Survey at HCC in 1997. Instead, the PACE Survey was used.

How Employees Rate College Leadership/Governance

Past QUEST Surveys contained a section on "Executive Management" which specifically referred to the president, vice presidents, and deans. In the 1998 version of the QUEST Survey a section on "Leadership/Governance" was divided into two parts, one containing six items and an overall rating for the President's Team (defined as the president and vice presidents) and one containing five items and an overall rating for the HCC Board of Trustees. Table Eight presents the ratings on both the importance of items in this section of the survey, the ratings on performance, and the correspondence factor for those ratings for each item. Charts Four and Five graphically show the importance and performance ratings.

Employees clearly felt that the most important item for the president's team was *Shows confidence in the ability of campus personnel to do excellent work* , which was given a 4.76 rating. Also receiving importance ratings over 4.70 were: *Exhibits leadership that enhances campus climate,* and *Builds a climate of trust and openness.* For the board of trustees, the three most important items (each rated over 4.53) were: *Makes appropriate decisions affecting college resources, Builds a climate of trust and openness* and *Exhibits leadership that enhances campus climate.*

For the president's team, relatively strong performance ratings (between 3.71 and 3.88) were seen for: *Shows confidence in the ability of campus personnel to do excellent work, Encourages creative and innovative ideas*, and *Exhibits leadership that enhances campus climate.* Looking at items on the president's team rated below 3.50 in performance, it can be seen that of the six items, three were rated above that cutoff figure, and three under it. Ratings below the cutoff figure of 3.50 were given to: *Shares important information that you need to do your job* (3.46*), Builds a climate of trust and openness* (3.44*),* and *Involves you in decisions that affect you personally* (3.10*).* The board performance ratings were between 2.19 and 3.01, with the lowest rating given to *Builds a climate of trust and openness* and the highest to *Is a visible presence on campus and in the community.*

The correspondence factors on the importance/performance ratings on the president's team ranged from 0.68 to 0.82. For any correspondence factor below 0.80, special thought should be given to the disparity between employees' ratings of importance and performance. Since all of the importance ratings on the president's team section were above 4.50, it is the mismatch between the ratings that yields the lower correspondence scores. The same three items noted above as being under 3.50 had correspondence factors under 0.80 (*Shares important information that you need to do your job, Builds a climate of trust and openness,* and *Involves you in decisions that affect you personally).* For the board, the divergent directions of the importance/performance ratings yielded correspondence factors that were all below 0.75. Three of the five factors, in fact, were under 0.60. The highest correspondence factor, 0.73, was for the item with the lowest importance rating (4.15), *Is a visible presence on campus and in the community*, which also had the highest performance rating (3.01) of items in this subsection.

TABLE EIGHT.

RATINGS ON COLLEGE LEADERSHIP/GOVERNANCE

(Ranked by importance ratings)

Survey Items	Mean Rating		Corres.
	Importance	Performance	Factor
THE PRESIDENT'S TEAM (PRESIDENT & VICE PRESIDENTS):			
1. Shows confidence in the ability of campus personnel	4.76	3.88	0.82
2. Exhibits leadership that enhances campus climate	4.72	3.71	0.79
3. Builds a climate of trust and openness	4.71	3.44	0.73
4. Encourages creative and innovative ideas	4.62	3.77	0.82
5. Shares important information that you need to do your job	4.62	3.46	0.75
6. Involves you in decisions that affect you personally	4.55	3.10	0.68
Overall Rating On President's Team		3.59	
THE HCC BOARD OF TRUSTEES:			
1. Makes appropriate decisions affecting college resources	4.58	2.95	0.64
2. Builds a climate of trust and openness	4.56	2.19	0.48
3. Exhibits leadership that enhances campus climate	4.54	2.46	0.54
4. Provides effective guidance to the institution	4.51	2.60	0.58
5. Is a visible presence on campus and in the community	4.15	3.01	0.73
Overall Rating On HCC Board Of Trustees		2.59	

Ratings on Leadership/Governance by Employee Category

While the ratings given to the president's team differed numerically by employment category, there was a great deal of similarity in the ranking of the items. As seen on Table Nine, the same three items were top-ranked by all four employment groups. These items and the ranges for their ratings were: *Shows confidence in the ability of campus personnel to do excellent work* (3.60 to 4.14), *Encourages creative and innovative ideas* (3.60 to 4.14), and *Exhibits leadership that enhances campus climate* (3.50 to 3.98). For each of these three items, faculty gave the highest ratings and paraprofessional/technical staff gave the lowest. For all four employment groups, the lowest rated item was *Involves you in decisions that affect you personally,* ranging from a 3.03 rating from both paraprofessional/technical staff and support staff, to 3.31 from administrators. The overall rating given to the president's team ranged from faculty's rating of 3.72 to the administrative staff's rating of 3.55.

Chart Four.

President's Team: Importance/Performance Ratings

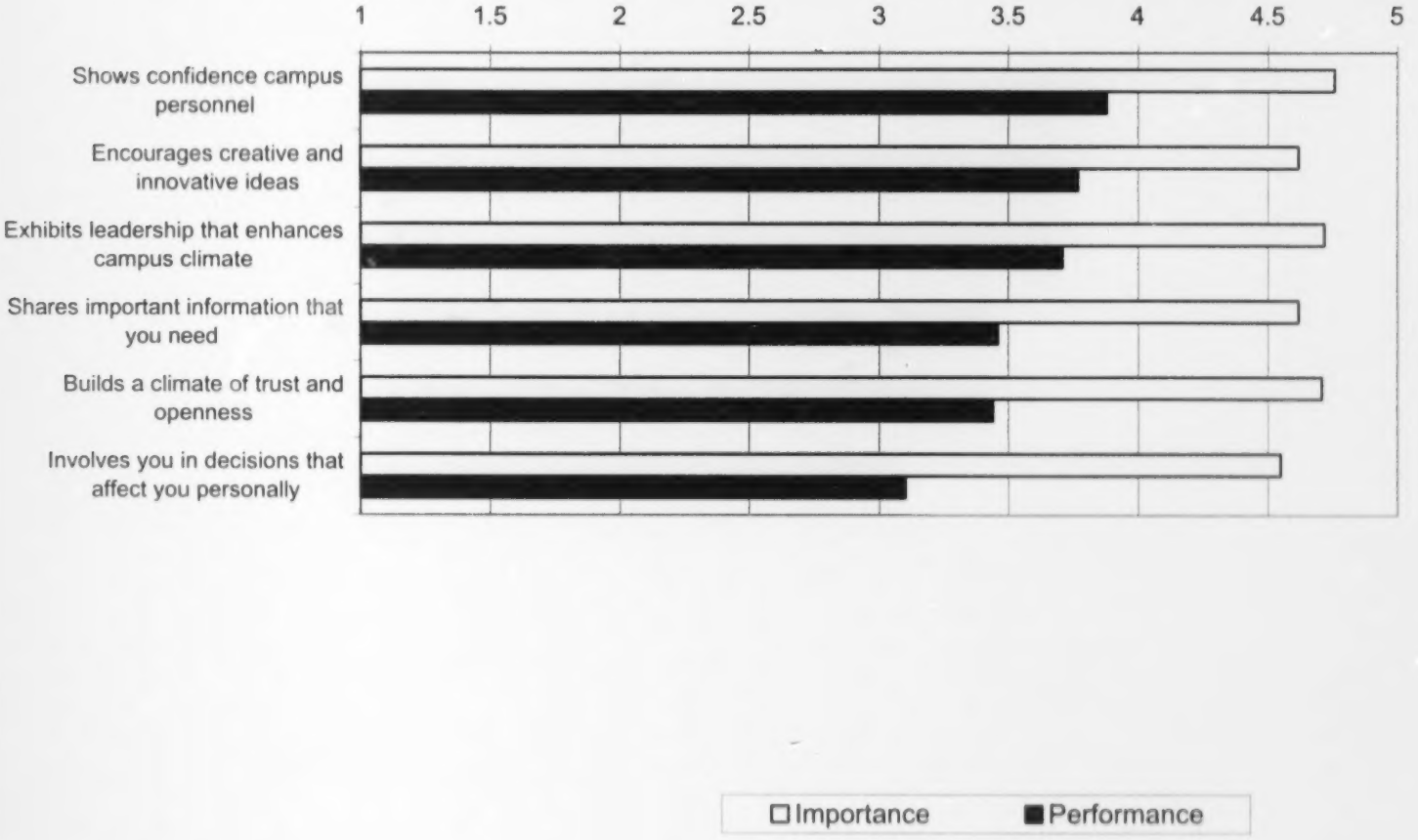


Chart Five.

Board of Trustees: Importance/Performance Ratings

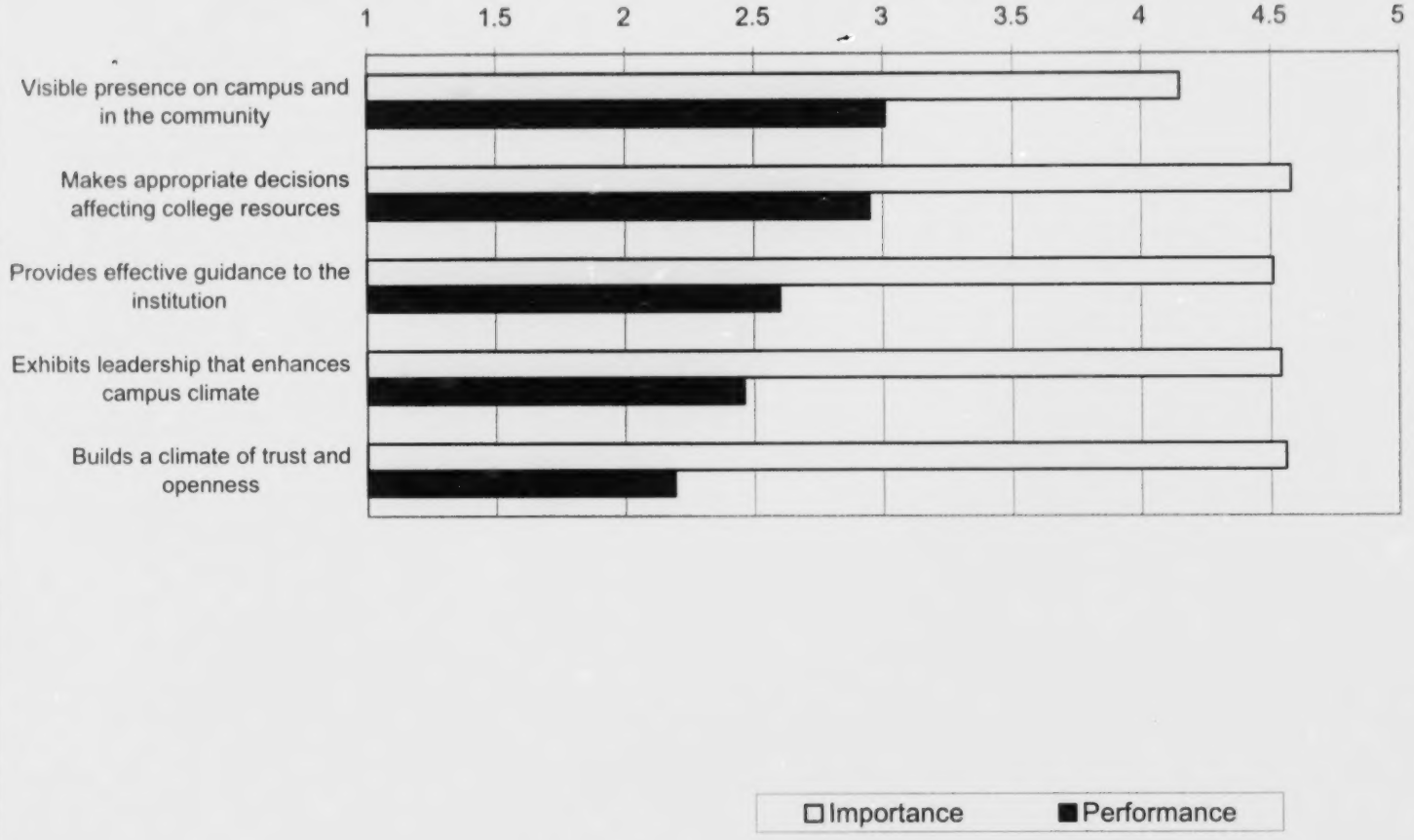


Table Nine also shows the ratings on HCC's board of trustees by employment category. Three of the four employment groups gave their highest ratings to the same two items: *Is a visible presence on campus and in the community,* which ranged from paraprofessional/technical staff's rating of 2.86 to a faculty rating of 3.20. *Makes appropriate decisions affecting college resources,* was rated 2.81 by both faculty and paraprofessional/technical staff, and support staff rated it 3.21. For all employment groups, the lowest rated board item was *Builds a climate of trust and openness.* That item had a range going from administrative staff's 1.97 to support staff's 2.76. In terms of an overall rating on the board, faculty gave the lowest rating (2.44) and support staff the highest (2.96).

TABLE NINE.

RATINGS ON LEADERSHIP/GOVERNANCE BY EMPLOYMENT CATEGORY

SUPPORT STAFF RATINGS		***FACULTY RATINGS***	
THE PRESIDENT'S TEAM (PRESIDENT & VPs):		**THE PRESIDENT'S TEAM (PRESIDENT & VPs):**	
Shows confidence in campus personnel	3.90	Shows confidence in campus personnel	4.14
Encourages creative and innovative ideas	3.69	Encourages creative and innovative ideas	4.14
Exhibits leadership enhances campus climate	3.59	Exhibits leadership enhances campus climate	3.98
Shares important information that you need	3.47	Builds a climate of trust and openness	3.70
Builds a climate of trust and openness	3.41	Shares important information that you need	3.63
Involves you in decisions that affect you	3.03	Involves you in decisions that affect you	3.19
Overall Rating On President's Team	***3.65***	***Overall Rating On President's Team***	***3.72***
THE HCC BOARD OF TRUSTEES:		**THE HCC BOARD OF TRUSTEES:**	
Makes appropriate decisions affecting resources	3.21	Is a visible presence on campus and in community	3.20
Exhibits leadership that enhances climate	3.04	Makes appropriate decisions affecting resources	2.81
Provides effective guidance to the institution	3.04	Provides effective guidance to the institution	2.56
Is a visible presence on campus and in community	2.84	Exhibits leadership that enhances climate	2.33
Builds a climate of trust and openness	2.76	Builds a climate of trust and openness	2.02
Overall Rating On Board Of Trustees	*2.96*	*Overall Rating On Board Of Trustees*	*2.44*
ADMINISTRATIVE STAFF RATINGS		***PARAPROFESSIONAL/TECHNICAL RATINGS***	
THE PRESIDENT'S TEAM (PRESIDENT & VPs):		**THE PRESIDENT'S TEAM (PRESIDENT & VPs):**	
Shows confidence in the ability of personnel	4.00	Shows confidence in the ability of personnel	3.60
Exhibits leadership that enhances climate	3.91	Encourages creative and innovative ideas	3.60
Encourages creative and innovative ideas	3.79	Exhibits leadership that enhances climate	3.50
Shares important information that you need	3.72	Builds a climate of trust and openness	3.26
Builds a climate of trust and openness	3.51	Shares important information that you need	3.21
Involves you in decisions that affect you	3.31	Involves you in decisions that affect you	3.03
Overall Rating On President's Team	***3.55***	***Overall Rating On President's Team***	***3.62***
THE HCC BOARD OF TRUSTEES:		**THE HCC BOARD OF TRUSTEES:**	
Is a visible presence on campus and in community	3.11	Is a visible presence on campus and in community	2.86
Makes appropriate decisions affecting resources	3.09	Makes appropriate decisions affecting resources	2.81
Provides effective guidance to the institution	2.41	Provides effective guidance to the institution	2.56
Exhibits leadership that enhances climate	2.20	Exhibits leadership that enhances climate	2.39
Builds a climate of trust and openness	1.97	Builds a climate of trust and openness	2.14
Overall Rating On Board Of Trustees	***2.54***	***Overall Rating On Board Of Trustees***	***2.58***

QUEST Ratings over Time

Table Ten shows comparisons in ratings on the president's team (formerly called "Executive Management Team") going back to 1994. Since the QUEST Survey was not given in 1997, comparisons with this year's ratings must be made to 1996 ratings. All of the items on this section of the survey went up. The most impressive gain was in the item *Builds a climate of trust and openness*, which increased by 0.43. The next biggest gain was the 0.35 increase in *Exhibits leadership that enhances climate*. For the item *Shows confidence in campus personnel to do excellent work*, the gain was 0.10, and for the other three items gains were less. The overall rating went up by 0.40. (Note: since this is the first year items on the board of trustees were on the QUEST Survey, no comparisons can be made to previous years.)

TABLE TEN.
PERFORMANCE RATINGS ON THE PRESIDENT'S TEAM
(formerly "EXECUTIVE MANAGEMENT TEAM") 1994 TO 1998

Items	Performance Rating					1996-1998
	1994	1995	1996	1997*	1998	Difference
1. Shows confidence in campus personnel	3.71	3.70	3.78		3.88	0.10
2. Encourages creative and innovative ideas	3.62	3.74	3.74		3.77	0.03
3. Shares important information	3.24	3.30	3.43		3.46	0.03
4. Exhibits leadership that enhances campus climate	3.31	3.26	3.36		3.71	0.35
5. Involves you in decisions affecting you personally	2.93	2.86	3.08		3.10	0.02
6. Builds a climate of trust and openness	2.89	2.91	3.01		3.44	0.43
OVERALL RATING ON PRESIDENT'S TEAM/ EXECUTIVE MANAGEMENT TEAM	**3.35**	**3.28**	**3.60**	**3.17**	**3.59**	**-0.01**

*On the 1997 PACE Survey, only an overall rating for Executive Management was given.

Ratings on Job Satisfaction

This year, as on past QUEST Surveys, on the Job Satisfaction section each respondent was given the opportunity to rate the importance each item contributes to her/his own job satisfaction and then to rate her/his own current level of satisfaction on each item. Examining the ratio between these two ratings shows the correspondence between the importance employees place on a specific element and their actual level of satisfaction with it. Table Eleven shows the ratings on Job Satisfaction ranked by their importance and satisfaction ratings on each item and the calculated correspondence factor between the two ratings. Chart Six displays the importance and performance ratings.

As on the 1995 and 1996 surveys, employees of the college selected *Resources available to carry out the job* as the most important element in their job satisfaction. The next most important item was *How your present position satisfies goals and aspirations*, closely followed by *Personal safety on campus*. *Job security* was also highly important. *Salary* ranked seventh in importance. Ahead of monetary concerns were having the *Resources available to carry out the job, How your present position satisfies goals and aspirations, Personal safety on campus, Job security, Opportunities for job-related training*, and the *Way job performance is evaluated.. Merit pay system* and *Personal work space* were the lowest ranking items in importance.

TABLE ELEVEN.
RATINGS ON JOB SATISFACTION

Job Satisfaction Items **(ranked by Importance)**	**Mean Rating**		**Correspondence**
	Importance	**Satisfaction**	**Factor**
1. Resources available to you to carry out your job	4.70	3.95	0.84
2. How your present position satisfies your goals/ aspirations	4.64	3.78	0.81
3. Your personal safety on campus	4.63	4.03	0.87
4. The job security of your present position	4.59	3.81	0.83
5. Opportunities for job-related training	4.51	3.94	0.87
6. The way your job performance is evaluated	4.50	3.33	0.74
7. The salary you receive in your present position	4.42	3.04	0.69
8. Your personal work space	4.34	3.77	0.87
9. HCC's merit pay system	4.20	2.73	0.65
Overall Rating On Job Satisfaction		***3.70***	

There are some distinct differences between what employees saw as important and the rating of their current satisfaction with those same items. Overview E below presents the ranking of elements of employees' satisfaction. As can be seen, HCC employees are most satisfied with their *Personal safety on campus*. In the importance ranking, this item ranked third. *Resources available to do the job,* and *Opportunities for job-related training* were also relatively highly rated in terms of employees' actual satisfaction. Other items rated above 3.50 in satisfaction were: *Job security, Position that satisfies goals and aspirations,* and *Personal work space*. The lowest rated three items: *Evaluation of job performance, Salary,* and *Merit pay system* were considerably lower than the ratings given the other items.

OVERVIEW E. RANKING OF SATISFACTION WITH SPECIFIC JOB ELEMENTS	
1. Personal safety on campus	4.03
2. Resources available to do job	3.95
3. Opportunities for job-related training	3.94
4. Job security of present position	3.81
5. Position that satisfies goals	3.78
6. Personal work space	3.77
7. Way job performance is evaluated	3.33
8. Salary received in present position	3.04
9. HCC's merit pay system	2.73

The three lowest rated items had markedly higher importance ratings, so it is not surprising that they had low correspondence factors. Overview F below ranks the correspondence factors for all the Job Satisfaction items. There was a three-way tie for first place on the satisfaction correspondence factors. *Personal safety, Opportunities for job-related training*, and *Personal work space* each had correspondence factors of 0.87. If factors below 0.80 are considered indicative of a mismatch between perceptions of importance and actual satisfaction, the three lowest rated items noted above also have the lowest correspondence factors: *Evaluation of job performance, Salary,* and *Merit pay system*. Each of these items was rated 4.00 or above in importance, but each had satisfaction ratings under 3.35.

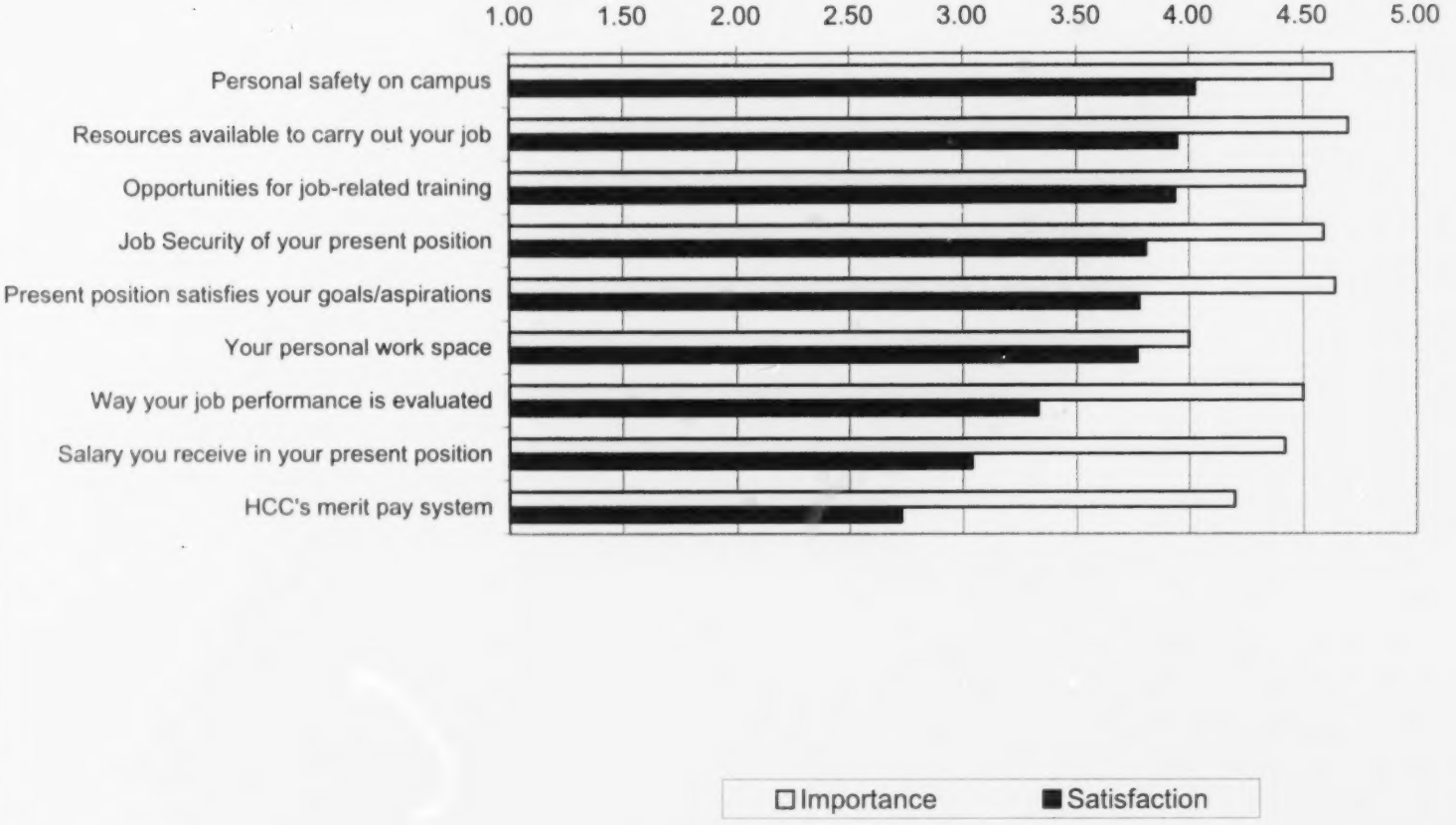
OVERVIEW F. RANKING OF CORRESPONDENCE FACTORS ON SATISFACTION ITEMS	
1. Personal safety on campus	0.87
1. Opportunities for job-related training	0.87
1. Personal work space	0.87
2. Resources available to do job	0.84
3. Job security of present position	0.83
4. Position that satisfies goals	0.81
5. Way job performance is evaluated	0.74
6. Salary received in present position	0.69
7. HCC's merit pay system	0.65

Ratings of Job Satisfaction by Employment Category

When ratings of job satisfaction are examined by employment category, differences become evident. Table Twelve below shows the ratings by employment type. The highest rating of all on this section of the survey was the 4.46 given to *Your personal safety on campus* by administrative staff. That rating contrasts sharply to the lowest rating, 2.36, given by support staff to the *Merit pay system.* Even on the same item there are stark differences in ratings. Ratings on *Resources available to carry out your job* ranged from the 4.32 given by faculty to the 3.75 given by administrators.

Chart Six.

Job Satisfaction: Importance/Satisfaction Ratings



It is also interesting to look at the number of ratings within each employment category that were above and below 3.50. Of the nine items in this section of the survey, support staff gave two ratings over 3.50 (and none over 4.00), administrative staff and paraprofessionals/technical staff each gave six above that number (with three and one over 4.00, respectively), and faculty rated their satisfaction above 3.50 in seven of the nine areas (with four ratings over 4.00). The overall satisfaction ratings given by each group mirror their tendencies in rating the individual items in this section of the survey. Faculty had the highest overall satisfaction rating: 4.20. Administrative staff was next with 3.78, then came paraprofessionals/technical staff with 3.63, and support staff had the lowest job satisfaction rating: 3.20, a whole point lower than faculty's satisfaction rating.

TABLE TWELVE.
JOB SATISFACITON RATINGS BY TYPE OF EMPLOYMENT

SUPPORT STAFF RATINGS		FACULTY RATINGS	
1. Resources available to you to carry out your job	3.86	1. Resources available to you to carry out your job	4.32
2. Your personal safety on campus	3.79	2. Present position satisfies your goals/aspirations	4.28
3. Opportunities for job-related training	3.49	3. The job Security of your present position	4.24
4. The job Security of your present position	3.46	4. Your personal safety on campus	4.15
5. Present position satisfies your goals/aspirations	3.37	5. Opportunities for job-related training	4.09
6. Your personal work space	3.12	6. Your personal work space	3.96
7. The way your job performance is evaluated	3.11	7. The way your job performance is evaluated	3.89
8. The salary you receive in your present position	2.45	8. The salary you receive in your present position	3.43
9. HCC's merit pay system	2.36	9. HCC's merit pay system	3.00
Overall Rating On Job Satisfaction	***3.20***	***Overall Rating On Job Satisfaction***	***4.20***
ADMINISTRATIVE STAFF RATINGS		**PARAPROFESSIONAL/TECHNICAL RATINGS**	
1. Your personal safety on campus	4.46	1. Opportunities for job-related training	4.10
2. Your personal work space	4.10	2. Resources available to you to carry out your job	3.93
3. Opportunities for job-related training	4.03	3. Your personal work space	3.90
4. Present position satisfies your goals/aspirations	3.88	4. The job Security of your present position	3.81
5. Resources available to you to carry out your job	3.75	5. Your personal safety on campus	3.74
6. The job Security of your present position	3.73	6. Present position satisfies your goals/aspirations	3.60
7. The salary you receive in your present position	3.40	7. The way your job performance is evaluated	3.17
8. The way your job performance is evaluated	3.23	8. The salary you receive in your present position	2.83
9. HCC's merit pay system	2.87	9. HCC's merit pay system	2.60
Overall Rating On Job Satisfaction	***3.78***	***Overall Rating On Job Satisfaction***	***3.63***

Along with differences in satisfaction ratings by type of employment, it might be logical to assume that there would be differences by length of employment at HCC. Table Thirteen ranks the satisfaction items by four categories of length of employment. While no clear pattern is seen, it can be said that those employed at HCC the longest (over 10 years) had generally lower levels of satisfaction. That is not to say that this group's ratings were alarmingly low. It had ratings over 3.50 for six of the nine items on this section of the survey. In contrast to the other three groups, however, there were no average ratings above 4.0 for this longest-employed group.

The most satisfied group was those employed between four and six years. This group gave ratings over 3.50 to six of the nine items, with five of them over 4.0. The next most satisfied group was those at HCC the shortest amount of time – three years or less. This group gave five of the items ratings over 3.50, with three over 4.0. For the seven-to-ten year group there were five ratings over 3.50, two of which were over 4.0. Overall satisfaction ratings tell a similar story: the four-to-six year group's rating was 4.11, those employed three years or less had a rating of 3.80, seven to ten years yielded a 3.59 rating, close to the 3.58 of the over-ten-year group.

TABLE THIRTEEN.

JOB SATISFACITON RATINGS BY LENGTH OF EMPLOYMENT AT HCC

THREE YEARS OR LESS		4 TO 6 YEARS	
1. Resources available to do job	4.23	1. Resources available to do job	4.50
2. Personal safety on campus	4.17	2. Opportunities for job-related training	4.33
3. Job security in present position	4.05	3. Position satisfies goals/aspirations	4.10
4. Opportunities for job-related training	3.81	3. Job security in present position	4.10
5. Position satisfies goals/aspirations	3.77	3. Personal safety on campus	4.10
6. Way job performance is evaluated	3.44	4. Personal work space	3.80
7. Personal work space	3.40	5. Salary in present position	3.25
8. Salary in present position	2.75	6. Way job performance is evaluated	3.16
9. Merit pay system	2.75	7. Merit pay system	3.00
Overall Job Satisfaction Rating	***3.80***	***Overall Job Satisfaction Rating***	***4.11***
7 TO 10 YEARS		**OVER 10 YEARS**	
1. Personal safety on campus	4.06	1. Personal safety on campus	3.92
2. Personal work space	4.03	2. Opportunities for job-related training	3.87
3. Opportunities for job-related training	3.94	3. Resources available to do job	3.82
4. Resources available to do job	3.61	4. Personal work space	3.81
5. Job security in present position	3.55	5. Position satisfies goals/aspirations	3.80
6. Position satisfies goals/aspirations	3.48	6. Job security in present position	3.69
7. Way job performance is evaluated	3.21	7. Way job performance is evaluated	3.38
8. Salary in present position	2.91	8. Salary in present position	3.13
9. Merit pay system	2.68	9. Merit pay system	2.73
Overall Job Satisfaction Rating	***3.59***	***Overall Job Satisfaction Rating***	***3.58***

QUEST Ratings on Job Satisfaction over Time

Overall employee job satisfaction, as measured on the QUEST Survey, showed a steady upward progression between 1994 and 1996. The PACE Survey in 1997 elicited a marked decline – from 3.80 to 3.55 – and although the 1998 rating was above the PACE rating, it was still 0.10 below the 1996 QUEST Survey rating. Of the nine job satisfaction items on the 1996 and 1998 QUEST surveys, five showed declines. For only three of those items, however, was the 1996-1998 difference at or greater than 0.10: *Salary* (-0.22) *Way job performance is evaluated* (-0.12) and the *Merit pay system* (-0.10). For the four job satisfaction items that showed an increase between 1996 and 1998, two were more than 0.10: *Resources available to carry out your job* (+0.18) and *Personal safety on campus* (+0.11).

TABLE FOURTEEN.

QUEST RATINGS ON JOB SATISFACTION OVER TIME

	Mean Ratings					
Job Satisfaction Items	1994	1995	1996	1997*	1998	1996/1998 Difference
1. Present position satisfies goals/aspirations	3.72	3.61	3.79		3.78	0.01
2. Job security of present position	3.65	3.68	3.79		3.81	0.02
3. Salary received in present position	3.25	3.27	3.26		3.04	-0.22
4. Resources available to carry out your job	3.66	3.81	3.77		3.95	0.18
5. Way job performance is evaluated	3.34	3.39	3.45		3.33	-0.12
6. Merit pay system	3.14	3.16	2.83		2.73	-0.10
7. Personal work space	3.70	3.83	3.81		3.77	-0.04
8. Personal safety on campus	3.83	3.82	3.92		4.03	0.11
OVERALL JOB SATISFACTION RATING	**3.67**	**3.70**	**3.80**	**3.55**	**3.70**	**-0.10**

*The 1997 PACE Survey contained only an overall measure of employee satisfaction

Overview and Concluding Remarks

The QUEST Survey provides highly useful findings for many sectors of the college community. How ratings on individual service units vary from year to year and differences in ratings among employment categories can provide focus for unit-specific or college-wide goal setting and decision making. Important information can also be gleaned from the three sections of the survey on which employees rate the importance and performance/satisfaction of elements of the campus environment, college leadership/governance, and job satisfaction. On these three sections of the survey there is also valuable information pertaining to how closely employees' perception of performance in specific areas matches their ratings of importance to making HCC a high quality institution. When examined together, the importance rating, the performance rating, and their correspondence factor contribute an important dimension to setting priorities and developing improvement plans.

Service ratings. In general, ratings given to service units were lower in 1998 than they were in 1996. Among the ten units that had higher ratings in 1998, the greatest gains were seen for: *Financial Aid/Veterans' Aid, Web Page, Student Activities,* and *Information Services: Microcomputer Support*. Faculty members tended to give higher ratings than the other three employment groups, and support staff members tended to give lower ratings. The three services that were highly rated by all employment categories, and thus were dubbed "Super Star" services were: *President's Office Staff, Library*, and *Test Center*. Knowing how the different employment groups rate their services can be a vital first step for units to develop plans that may include improving their services and/or keeping other staff members better informed about their efforts and successes.

Campus Climate. Employees were allowed not only to rate the performance of the college on campus climate elements, but also to rate the importance each element contributes to a high quality institution. As on the 1994, 1995, and 1996 QUEST surveys, employees rated as most important the items: *Encouragement of excellence in teaching* and *High priority on student learning*. These two items, which closely reflect institutional priorities, were also highly rated in performance, as were: *Support for students/staff with disabilities, Support for health/wellness, The institution's reputation,* and *Institutional commitment to diversity*. Ratings on all items on this section of the survey except one (*General condition of buildings/grounds*) went up from their 1996 ratings. The administrative and paraprofessional/technical staffs gave the highest ratings on this section of the survey. The lowest correspondence factors were seen for: *Freedom to openly express viewpoints* and *Rewards for contributing to improved quality*. Since these two items have the most discrepancy between employees' perceptions of their importance and performance, steps should be taken to address this lack of synchronicity. While some reallocation of resources may be necessary to remedy these discrepancies, the monetary outlay may be far outweighed by improved morale.

College Leadership/Governance. On past QUEST surveys there was a section for rating the Executive Management Team. On this year's survey that section was renamed and expanded to "College Leadership/Governance," and included two subsections, one for rating the president's team and one for the HCC board of trustees. (This is the first year that ratings on the board were included on the survey.) While the overall rating on the president's team was virtually unchanged from that for executive management in 1996, the individual items on this section of the survey all went up. The biggest gains were seen for: *Builds a climate of trust and openness* and *Exhibits leadership that enhances campus climate*. Faculty gave the highest ratings on the president's team and they gave the lowest ratings on the board of trustees. For the president's team, the highest rated item in importance was also the highest in performance: *Shows confidence in the ability of campus personnel to do excellent work*.

For two of the six items on the president's team correspondence factors were under 0.75, indicating a mismatch in employee perceptions of their importance and performance: *Builds a climate of trust and openness* and *Involves you in decisions that affect you personally*. For the board of trustees, the highest rated item in importance was *Makes appropriate decisions affecting college resources* and the highest in performance was the item *Is a visible presence on campus and in the community*. The correspondence factors for all of the board of trustee items were under 0.75. This serious disconnect between what employees see as important for the president's team and the board and how employees perceive them as actually performing deserves attention.

Job Satisfaction. Between 1996 and 1998 there was a decline in employees' satisfaction with salary and to a lesser degree, with three other job satisfaction items. Overall satisfaction declined somewhat from 1996, but was up considerably from the PACE Survey findings in 1997. As an employee group, faculty exhibited the highest level of job satisfaction, and support staff the lowest. Employees chose *Resources available to you to carry out your job* as the most important item in their job satisfaction, as they had in 1995 and 1996. Second and third were *How your present position satisfies your goals and aspirations* and *Your personal safety on campus*. When actual satisfaction ratings are ranked, *Personal safety on campus*, *Resources available to you to carry out your job,* and *Opportunities for job-related training* were highest. Three items with the lowest correspondence factors (below 0.75) were the three lowest rated items: *Way job performance is evaluated, Salary received in present position,* and the *Merit pay system*. These three items, all having to do with pay and promotion, have gotten consistently low satisfaction ratings over the years. While some steps have already been taken to examine this issue (the recent salary study), it should be held in mind that these matters are of the utmost importance to employees and that they perceive a marked discrepancy in their desire for and the college's delivery of highly satisfactory evaluations, promotions, and pay.

Findings from this survey go beyond a reporting of the means on the various survey items. The differences discussed above and throughout the report in the ways that the four employee groups rate the importance and the performance/satisfaction on survey items can be instructive and can provide insight into the value each group places on various elements of the campus climate, its leadership, and their own job satisfaction. Even more enlightening is an examination of the discrepancy between the importance and performance/satisfaction on specific items. Where a high level of discrepancy exists, the blueprint is established for focused training either on the strategic importance of a given area or on ways to improve performance. The degree to which importance and importance are in synch can be used as a measure of the college's progress in a given area, or it can indicate a need for improved efforts in increasing employee awareness of the importance and/or success of specific areas. Attention should be paid to areas where there is low correspondence (that is, high discrepancy) between importance and performance ratings. A situation in which an item receives a high importance rating and a low performance rating could spur a striving for higher quality performance in that area. Where importance is low for a given item, questions might be raised as to the appropriateness of allocating resources to that area, or alternatively, it might require more resources to educate staff as to its importance to a truly high quality institution.

In all the years that HCC has done this type of employee survey (the QUEST since 1990, except for the PACE in 1997), the response rate has been on a consistent downturn. While it is doubtless that the survey's findings yield valuable results, it is time to reexamine the survey's format, its administration, the timetable, and the consistency of the application of its findings.